

CHAPTER 2

LITERATURE REVIEW

This chapter presents an in-depth explanation of the theories used in this research. These theories relate to the application of Quizizz as a teaching medium for formative assessment in English as a Foreign Language (EFL) classes.

A. Theoretical Framework

1. Formative Assessment

Assessment in education represents a systematic approach to gathering and analyzing information about student learning and development. According to Farid et al. (2024) Assessment encompasses various methods and tools to evaluate learning progress, measure achievement, and document educational outcomes. Within this broader context, formative assessment emerges as a crucial pedagogical approach. Black and William (1998) Defined formative assessment as an ongoing process of gathering evidence about student learning to inform instructional decisions and provide immediate feedback for improving learning outcomes. This definition emphasizes the dynamic and interactive nature of formative assessment as a tool for learning rather than merely learning.

Following the concept of formative assessment established by Black and Wiliam (1998), which highlights the significance of feedback in enhancing student learning, this research adopts their ideas as the basis for constructing interview indicators. Their research emphasizes that formative assessment is not just about measuring learning but also about supporting students' progress through ongoing feedback and interaction in the classroom. In practice, this means that both teachers and students were actively involved in the assessment process to identify gaps in understanding and take steps to address them.

Additionally, this research developed interview questions centered on eight indicators to explore how the teacher utilizes Quizizz as a formative assessment tool in EFL classrooms. These indicators are grounded in the fundamental principles of formative assessment, as outlined by Black and Wiliam (1998), which emphasize the importance of feedback, student

engagement, and the teacher's role in guiding instruction. The indicators are as follows:

- 1) **Teacher's Perception of Quizizz for Formative Assessment** – This refers to the teacher's view of Quizizz as a tool to support learning and their assessment of its effectiveness for formative purposes.
- 2) **Challenges in Implementing Quizizz** – This section addresses any difficulties the teacher may encounter when using Quizizz, including technical issues and student participation.
- 3) **Teacher's Strategies for Implementing Quizizz** – This relates to how the teacher designs and uses Quizizz in their classrooms, including how they adjust it to suit their teaching style or students' needs.
- 4) **Effectiveness of Feedback in Quizizz** – This explores how the feedback generated through Quizizz is utilized to help students understand their progress and make improvements.
- 5) **Student Engagement and Learning Motivation** – This examines how students respond to using Quizizz, particularly whether it helps them stay engaged and motivated to learn.
- 6) **Teacher's Role in Facilitating Quizizz for Formative Assessment** – This indicator highlights the teacher's involvement in guiding students, interpreting Quizizz results, and using them to inform instruction.
- 7) **Comparison of Quizizz and Traditional Formative Assessments**—This allows the teacher to reflect on how Quizizz compares with more conventional assessment forms and whether it offers any advantages or disadvantages.
- 8) **Suggestions for Improving Quizizz as a Formative Assessment Tool** – This provides space for the teacher to offer feedback or recommendations on how Quizizz can be improved to better support learning.

These indicators ensure the interview questions are theoretically based, practical, and relevant to the teacher's experiences. They also serve as a guide for analyzing the interview data later, particularly when employing thematic analysis to identify common patterns and insights.

In the context of English language learning, formative assessment holds particular significance. Torres et al. (2019) demonstrated that formative assessment in EFL/ESL classrooms monitors language acquisition progress and provides targeted feedback on specific language skills. Fitriyah and Jannah (2021) emphasized its role in facilitating the development of communicative competence through regular opportunities for language practice and feedback. However, implementing formative assessment presents specific challenges. Schildkamp et al. (2020) and Akoyt (2024) identified critical challenges, including time constraints, large class sizes, and balancing formative with summative requirements. Conderman et al. (2020) propose various solutions to these challenges, including peer assessment, self-assessment tools, and structured feedback protocols.

The integration of technology has significantly transformed formative assessment practices in EFL classrooms. Hagos and Andargie (2023) illustrated how technology-integrated formative assessment enhances student engagement and provides a more efficient means of gathering and analyzing assessment data. Their research indicates that digital tools facilitate immediate feedback, track student progress more effectively, and offer varied assessment formats that cater to diverse learning styles. Supporting this view, Fitriyah and Jannah (2021) highlighted how online assessment tools can overcome traditional constraints, providing more varied language practice and assessment opportunities that ultimately enable more personalized and adaptive learning experiences in EFL contexts.

Based on the comprehensive literature review above, formative assessment represents a dynamic and integral component of the teaching-learning process, particularly in EFL contexts. It is more than just an evaluation tool; it is a pedagogical strategy that bridges the gap between teaching objectives and learning outcomes through continuous feedback and adaptation. To summarize, the evolution of formative assessment, particularly with the integration of technology, has transformed it into a more sophisticated and efficient mechanism that measures learning progress and actively contributes

to the learning process. This transformation is particularly significant in EFL classrooms, where immediate feedback and consistent monitoring are crucial for language acquisition and development.

2. Quizizz Application

Quizizz is an innovative online assessment platform with game-like elements. It facilitates interactive and engaging classroom activities for multiple participants. (Permana et al., 2023). The platform's design makes it suitable for educational applications across various levels, from primary through tertiary education. Zhao (2019) Highlights how Quizizz integrates gamification elements, including customizable themes, background music, avatars, and dynamic visuals, which collectively enhance student engagement in the learning process.

As stated by Zuhriyah and Pratolo (2020) and Junior (2020) Quizizz provides several key features that make learning interactive and support comprehensive assessment:

1. Gamified Learning Experience – Uses timers, point rewards, and leaderboards to boost student engagement and motivation.
2. Real-Time Feedback and Performance Analysis—This feature provides instant feedback on student responses, enabling self-assessment and enhanced comprehension.
3. Data-Driven Evaluation—This method generates detailed reports and analytics, helping teachers track student progress and identify learning gaps.
4. Self-Paced Learning Mode—This mode enables students to complete quizzes at their own pace, reducing stress and supporting personalized learning.
5. Multi-Platform Accessibility—It is compatible with mobile devices, tablets, and desktop computers, providing flexibility for both in-class and remote learning.

6. Collaborative and Competitive Learning—This approach encourages participation through multiplayer quizzes and leaderboards, making learning a more interactive experience.
7. Flexible Question Formats—This tool supports various question, including multiple-choice, fill-in-the-blank, and polls, catering to diverse assessment needs.
8. Integration with Learning Tools—It integrates with Learning Management Systems (LMS) and other digital platforms for a seamless learning experience.
9. Enhancing EFL Learning—Enhances English as a Foreign Language (EFL) instruction by making language learning more engaging and effective.
10. Effective Formative Assessment Tool – Allows continuous assessment by tracking progress and providing targeted feedback for improvement.

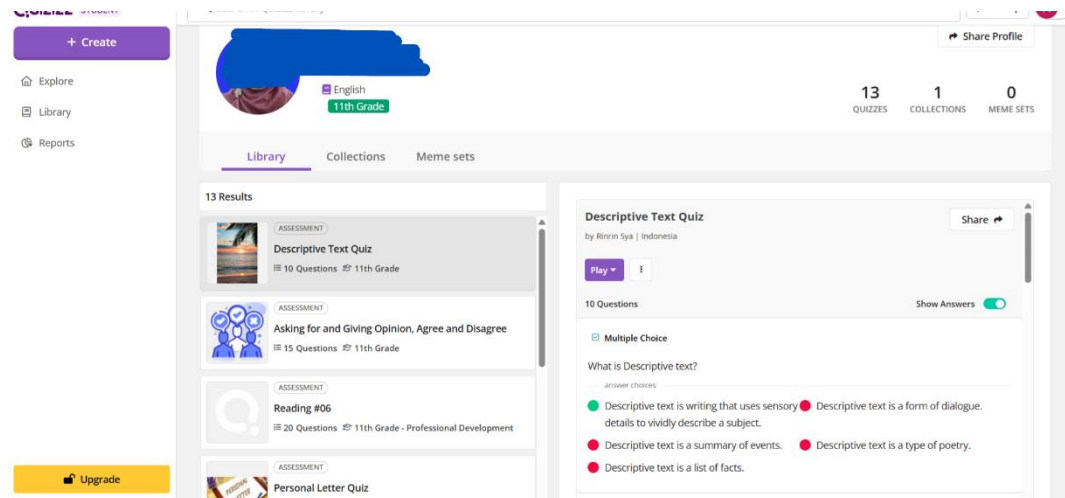


Figure 1 — Teacher Library Assessment Dashboard Display from Web Quizizz

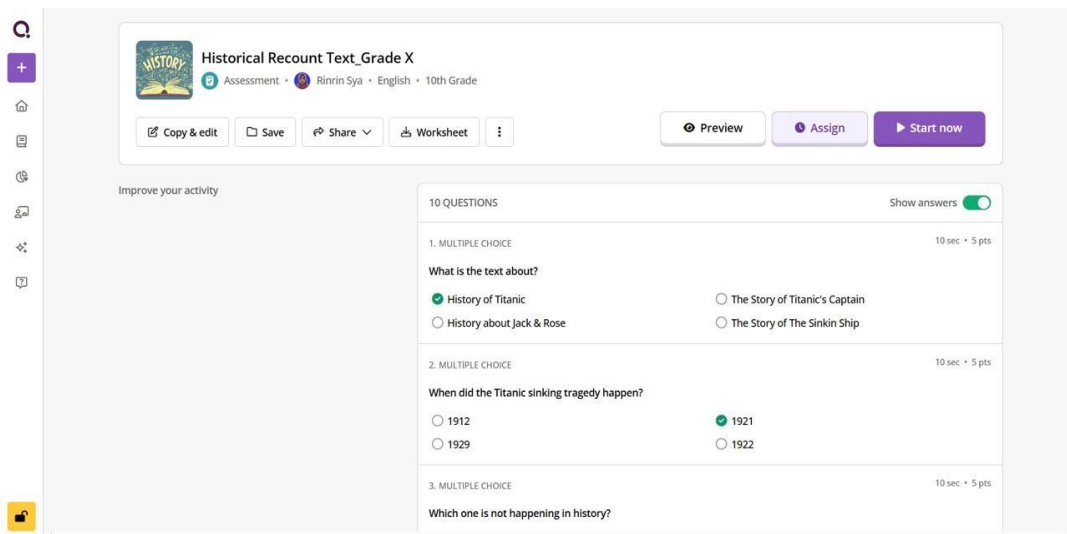


Figure 2 — Display Of Sample Recount Text Questions for Grade X on the Quizizz Web

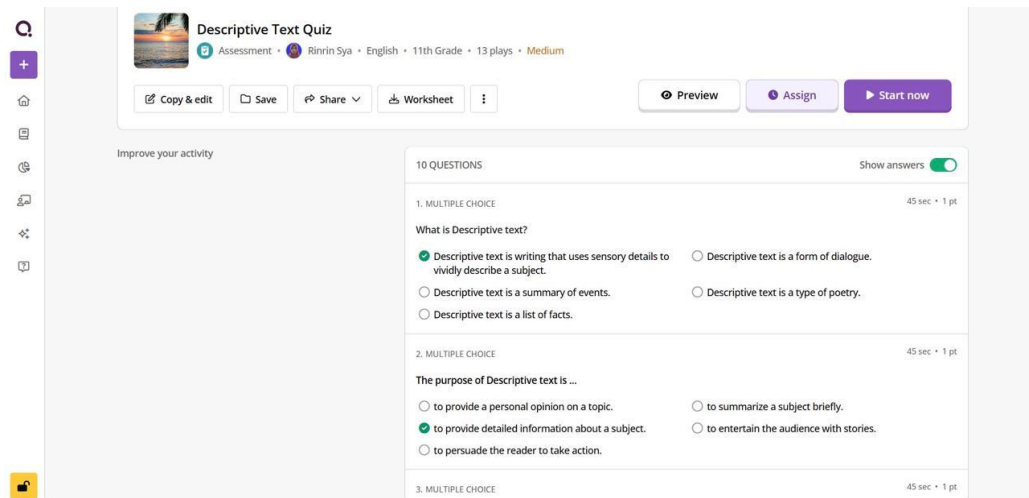


Figure 3 — Display Of Sample Descriptive Text Questions for Grade XI on the Quizizz Web

The platform's capacity to merge assessment with elements renders it especially beneficial for educational settings where student drive and enthusiastic engagement play crucial roles in achieving academic success.

Upon analyzing these features and capabilities, it becomes clear that Quizizz is more than just an assessment platform; it represents a transformative educational tool that seamlessly integrates evaluation with engagement, making it particularly valuable for the dynamic needs of modern EFL classrooms, where interactive and adaptive assessment approaches are essential.

Quizizz offers several test support features, making it a valuable evaluation tool for EFL students. Rahayu and Purnawarman (2019) Further elaborate on Quizizz's assessment support features, emphasizing its immediate feedback mechanisms, comprehensive review capabilities, and options for test repetition. The platform provides detailed performance statistics, including scores, rankings, and specific metrics such as correct and incorrect answers, unattempted questions, average response times, and achievement streaks. The review section allows students to review their responses and understand the proper solutions, while the option to retake tests with randomized question ordering facilitates experiential learning through multiple attempts.

These inclusive characteristics ensure student involvement is maintained throughout the process and establish a framework for evaluations. The combination of evaluation functionalities, feedback tools, and collaborative resources makes Quizizz a flexible platform that caters to formative and summative assessment methods. It was adapted to various learning preferences and teaching styles. The platform's capacity to merge assessment with elements renders it especially beneficial for educational settings where student drive and enthusiastic engagement play crucial roles in achieving academic success.

3. Quizizz-Based Formative Assessment

Quizizz, as a digital assessment tool, aligns well with the principles of formative assessment, which emphasizes the ongoing process of gathering feedback to enhance student learning (Black & Wiliam, 1998). The platform's real-time feedback feature enables teachers to assess student

understanding instantly and provide immediate guidance, a core principle of formative assessment. By allowing the teacher to identify learning gaps as they occur, Quizizz facilitates adaptive teaching strategies that help students progress in their learning journey. This dynamic interaction between assessment and instruction is critical for effective formative assessment (Hagos & Andargie, 2023).

Furthermore, the gamification elements in Quizizz, such as point rewards, leaderboards, and time-bound challenges, serve to engage students and motivate active participation. These elements not only make learning more interactive but also enhance student motivation, which is essential for formative assessment to be effective. Research by Nurohmah and Ma'rifah (2025) supports this view, showing that the use of Quizizz significantly enhances student engagement and improves their learning outcomes, aligning with the principles of formative assessment that prioritize active student involvement and feedback.

Additionally, Quizizz offers detailed analytics that allow teachers to track student performance over time, providing insights into areas that require improvement. This data-driven evaluation supports the formative assessment principle of continuous feedback, helping both students and teachers monitor progress and make necessary adjustments. According to Fitriyah and Jannah (2021), this approach fosters personalized learning experiences, which are key for effective formative assessment, particularly in EFL classrooms where continuous language practice and feedback are essential.

In conclusion, Quizizz integrates seamlessly with the core principles of formative assessment. By providing real-time feedback, promoting student engagement, and offering detailed performance tracking, Quizizz enhances the learning process, making it a valuable tool for EFL classrooms. The platform's ability to adapt to students' needs and facilitate immediate responses from teacher's supports a continuous, dynamic learning environment, which is crucial for developing language skills.

4. EFL Classroom

An EFL (English as a Foreign Language) classroom refers to a learning environment where English is taught in a country where it is not the native language of the students. In the Indonesian context, students typically have limited exposure to English outside of school, which makes the classroom a crucial space for structured language input and practice. This setting requires intentional and supportive instruction that encompasses linguistic knowledge and promotes student motivation and engagement. As Hasan et al. (2021) have pointed out that integrating mobile-based tools in EFL classrooms opens new possibilities for making language learning more interactive and learner-centered, particularly in contexts where in-person interaction is constrained.

Formative assessment plays a significant role in EFL education. Unlike summative assessments that focus solely on outcomes, formative practices aim to support students during the learning process by offering timely and constructive feedback. According to Nhor et al. (2022), Practical formative assessment enables teachers to identify learning gaps, inform instructional decisions, and actively engage students in reflecting on their progress. Tools like Quizizz can enhance this process by enabling teachers to gather immediate insights into student understanding while maintaining a fun and engaging learning atmosphere. When used thoughtfully, such platforms help bridge the gap between assessment and instruction, which is especially valuable in EFL classrooms where opportunities for real-time language use are often limited.

In this study, the EFL classroom is where the participant teacher implements Quizizz to deliver formative assessment. Understanding how the teacher navigates this context, balancing curriculum demands, student needs, and technological tools, offers insight into the evolving nature of evaluation in foreign language education. More than a backdrop, the EFL classroom in this research underscores the importance of creating

responsive learning environments where assessment is integrated into the teaching process, rather than a separate activity.

B. Study of Relevant Research

Numerous recent studies have examined the growing interest in using Quizizz in the context of EFL. First, using a qualitative descriptive research method, Bindiya and Fediyanto (2023) investigated the perceptions of EFL students regarding quiz-based formative assessments in English subjects. Their findings showed that students viewed Quizizz positively due to its ease of use, attractive interface, and effectiveness as a formative assessment tool. Students particularly appreciated features such as immediate feedback, score tracking, and the ability to review their answers upon completion.

Similarly, Zuhriyah and Pratolo (2020) conducted a qualitative case study that explored students' views on using Quizizz as an assessment tool in the EFL classroom. Their research found that students valued Quizizz's ability to create an interactive learning environment and provide instant assessment results. The study revealed that students felt more motivated to participate in assessments when using Quizizz because of its game-based features.

In a separate study, Handoko et al. (2021) conducted comprehensive research on the gamification aspects of Quizizz as an assessment tool. The researchers employed technology-based applied research methods in their study. During the final session, they created a questionnaire to gather students' feedback on the effectiveness of Quizizz as an assessment tool. Their research specifically examined how gamification elements in Quizizz impact student engagement and learning outcomes. The results showed that features such as points, leaderboards, and achievement badges significantly increased student motivation and participation in assessment activities. This study highlights how these gamification elements transform traditional assessment methods into a more engaging learning experience while maintaining educational effectiveness.

However, despite these encouraging results, the study also highlighted some important considerations. In conclusion, although these studies emphasize

the positive impact of Quizizz as a dynamic and engaging assessment tool in the EFL classroom, they also reveal important considerations for implementation. These studies collectively show that although Quizizz effectively increases student engagement and provides efficient assessment capabilities, educators must consider factors such as time allocation, technical accessibility, and individual student preferences. This research underscores the importance of implementing strategic approaches that optimize the benefits of Quizizz's interactive features while addressing potential challenges in EFL classroom settings.